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ABSTRACT

Strategy guidelines for including aesthetics as part of K-12 art instruction are provided in this text. In addition to providing a rationale for inclusion of philosophical inquiry in the K-12 art program, the guide provides information about theories of art, suggestions for planning, sample programs and lessons outcomes or objectives, and examples of lesson plans and instructional resources. An appendix includes lists of philosophical questions about artworks, art-makers, responders, and contexts; teacher and student worksheets; suggested classroom activities; and additional resources. Chapters include: (1) "Philosophy, Aesthetics, and Children"; (2) "Aesthetic Theories and Philosophical Questions"; (3) "Wonder, Inquiry, and the Philosophical Dialogue"; (4) "Generating Questions for Philosophical Inquiry"; (5) "Activities for Philosophical Inquiry"; (6) "Activities for Introducing and Practicing Skills"; and (7) "Philosophical Inquiry and the Art Curriculum." An appendix contains philosophical questions, worksheets, activities, additional resources, and an index. (MM)

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